4th Grade Pacing Module 1 *with Suggested Modifications* **Key**

Optional Lesson

Extension Lesson

Remedial Lesson



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| Standards | Topic and Objectives | | | Instructional Notes |
| **4.NBT.1**  **4.NBT.2**  4.OA.1 | A | Place Value of Multi-Digit Whole Numbers  Lesson 1: Interpret a multiplication equation as a comparison.  Lesson 2: Recognize a digit represents 10 times the value of what it represents in the place to its right.  Lesson 3: Name numbers within 1 million by building understanding of the place value chart and placement of commas for naming base thousand units.  Lesson 4: Read and write multi-digit numbers using base ten numerals, number names (word form), and expanded form.  Day 5: Problem Solving Task: [How do you Write a Check to Pay for Something?](http://robertkaplinsky.com/work/write-a-check/) | | **Days: 5** |
| By the end of Topic A, your students should be able to:   * Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. * Read and write numbers in standard, word form, unit, and expanded form up to one million.   Snapshot Assessment Standard: 4.NBT.1 Problem 1-4 Snapshot Assessment: 4.NBT.2 Problems 1-2  4.NBT.1 Part B 1-4 4.NBT.2 Part B 1-3  Example: Example: | | | | |
| **4.NBT.2** | B | Comparing Multi-Digit Whole Numbers  Lesson 5: Compare numbers based on meanings of the digits, using >,<, or = to record the comparison.  \*\*Lesson 6: Find 1, 10, and 100 thousand more and less than a given number. | | **Days: 2**  **\*\*Lesson 6:** Complete application problems, but replace Lesson 6 concept development and problem set with [Howard County NBT.2 Assessment Tasks](https://grade4commoncoremath.wikispaces.hcpss.org/assessing+4.NBT.2) numbers 2,3,4,5, and 6. You can carousel model, spending 7-8 minutes at each problem. |
| By the end of Topic B, your students should be able to:   * Use place value to compare whole numbers up to a million using symbols to show the comparison (<, >, =).   **Snapshot Assessment: 4.NBT.2 Problems 3-4**  **Example:** | | | | |
| **4.NBT.3** | C | **Rounding Multi-Digit Whole Numbers**  Lesson 7: Round multi-digit numbers to the thousands place using the vertical number line.  Lesson 8: Round multi-digit numbers to any place using the vertical number line.  Lesson 9 - 10: Use place value understanding to round multi-digit numbers to any place value using real world applications.  **Combine Lesson 9 & 10** | | **Days: 3**  Use the problem set from **Lesson 10** when combining **Lessons 9 and 10.** |
| By the end of Topic C, your students should be able to:   * Round numbers up to a million to any place.   **Snapshot Assessment 4.NBT.3 Problems 1-4**  **Example:** | | | | |
| *3 Days for Remediation, Enrichment, Mid-Module Assessment*  **Suggested Tasks:**  [**Relative Value of Places Task and Rubric**](http://www.fwps.org/tfl/wp-content/uploads/sites/3/2014/06/Relative-Value-of-Places-Task-and-Rubric-Module-1.pdf?697a0d)**:** This tasks allows students to understand the value of each digit and the relationship between them. (60 minutes)- 1 Day  Revisit lesson 9 for rounding as a remediation or do Problem Solving Task [Where’s The Beef?](http://gfletchy.com/wheres-the-beef/) -1 Day  [Mid-Module Assessment Word Document](https://www.engageny.org/resource/grade-4-mathematics-module-1): Spend one day using mid module assessment task. Modify problem 3 to fit your students’ needs. -1 Day | | | | |
| **4.OA.3**  **4.NBT.4**  4.NBT.1  4.NBT.2 | D | Multi-Digit Whole Number Addition  Lesson 11: Use place value understanding to fluently add multi-digit whole numbers using the standard addition algorithm and apply the algorithm to solve word problems using tape diagrams.  Lesson 12: Solve multi-step word problems using the standard addition algorithm modeled with tape diagrams and assess the reasonableness of answers using rounding. | | **Days: 2** |
| By the end of Topic D, your students should be able to:   * Add three and four digits using the standard algorithm with minimal errors. (Working toward fluency within a million by March). * Solve single step word problems using addition. * Assess their work and the work of others for reasonableness using estimation, mental math, and rounding.   **Snapshot Assessment 4.OA.3 Problem 1 Snapshot Assessment 4.NBT.4 Problems 1-4**  **Example: Example:** | | | | |
| **4.OA.3**  **4.NBT.4**  4.NBT.1  4.NBT.2 | E | Multi-Digit Whole Number Subtraction  Lesson 13: Use place value understanding to decompose to smaller units once using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams.  Lesson 14: Use place value understanding to decompose to smaller units up to 3 times using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams.  Lesson 15: Use place value understanding to fluently decompose to smaller units multiple times in any place using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams.  Lesson 16: Solve two-step word problems using the standard subtraction algorithm fluently modeled with tape diagrams and assess the reasonableness of answers using rounding. | | **Days: 4**  **Lesson 16**: The sprints in **Lesson 16** and **Lesson 19** are going to build foundational skills for the next unit, consider a short pre-teach for more success. |
| By the end of Topic E, your students should be able to:   * Subtract three and four digits using the standard algorithm with minimal errors. (Working toward fluency to subtract within a million by March). * Solve two step word problems using subtraction.   **Snapshot Assessment 4.OA.3 Problem 2 Snapshot Assessment 4.NBT.4 Part B Problems 1&4**  **Example: Example:**  The ice cream shop sold 2,789 chocolate cones and 5,324 cookie **Subtract 8,453-2,467 =**   dough cones. They then sold 3,606 more peanut butter cones than  cookie dough. What was the total number of ice cream cones sold? | | | | |
| **4.OA.3**  4.NBT.1  4.NBT.2  4.NBT.4 | F | Addition and Subtraction Word Problems  Lesson 17: Solve additive compare word problems modeled with tape diagrams.  Lesson 18: Solve multi-step word problems modeled with tape diagrams and assess the reasonableness of answers using rounding.  Lesson 19: Create and solve multi-step word problems from given tape diagrams and equations. | **Days: 2**  If pacing is a challenge, consider omitting **Lesson 17** since multi-step problems are taught in **Lesson 18**. Instead, embed problems from **Lesson 17** into Module 2 or 3 as extension. Since multi-step problems are taught in **Lesson 18, Lesson 19** could also be omitted. | |
| By the end of Topic F, your students should be able to:   * Solve multistep word problems using addition and subtraction * Skillfully use tape diagram or other models to represent word problems with addition and subtraction.   **Sample Assessment 4.OA.3 (No adding and subtracting multistep Snapshot available on TFL).**  **Example**: | | | | |
| *3 Days for Re-Assessment, Remediation and Enrichment*  **Suggested Tasks:**  [**Carnival Tickets**](https://www.illustrativemathematics.org/content-standards/4/OA/A/3/tasks/1289) Problem Solving Task -1 Day  End of Module Assessment Problems 1-3. However, problem 3 can be a little confusing for students as it discusses population of various towns. Recommended to launch the assessment with a talk about these towns. You could also replace the towns’ names with more familiar names (i.e. Tacoma, Federal Way, Seattle). -1 Day  [End of Module Assessment Word Document](https://www.engageny.org/resource/grade-4-mathematics-module-1)  Return Tests and Remediate or extend lessons for further application-1 Day | | | | |
| ***Total Instructional Days: 24*** | | | | |

Links Used:

Lesson 4: [How do you Write a Check to Pay for Something?](http://robertkaplinsky.com/work/write-a-check/) http://robertkaplinsky.com/work/write-a-check/

Lesson 6: [Howard County NBT.2 Assessment Tasks](https://grade4commoncoremath.wikispaces.hcpss.org/assessing+4.NBT.2) <https://grade4commoncoremath.wikispaces.hcpss.org/assessing+4.NBT.2>

End of Unit Problem Solving Task Carnival Tickets <https://www.illustrativemathematics.org/content-standards/4/OA/A/3/tasks/1289>